

Project Name	First to the Top Oversight Team	Tennessee Department of Education (TDOE) "Delivery Unit"	Common Core Standards
Assurance Area	A(2)(i)	A(2)(i)	B(1)(i)
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap- pages 36 -37; BN - page 6	Ap- page 38; BN - page 6	Ap- pages 48-49; BN - page 6
Description	Tennessee will assemble a <i>First to the Top Oversight Team</i> responsible for coordinating reform areas on a regular basis; and serving a liaison role among state agencies, promising regional efforts, and collaborative teams and networks that have been established for implementation support.	The Tennessee Department of Education (TDOE) will create a "Delivery Unit" and partner with an organization such as the U.S. Education Delivery Institute (USEDI) to increase departmental efficiency.	Adopt the Common Core standards at a special State Board of Education meeting. New K-12 grade-by-grade standards in mathematics and English, including a set of college- and career-ready standards. Includes: Common Core Standards Professional Development and Integrating Common Core Standards into Pre-Service.
Budget Summary Narrative	Executive Salary - \$120K; Travel - Twelve meetings per year at \$2,000 per meeting. Additional statewide travel for staff and out of state travel to relevant national conferences and meetings; and Contractual – 2 contracted full time employees for first two years, contracted oversight and management consulting services	Contractual - \$500,000 total with US Education Delivery Unit	Staff and Trainer Travel –\$50,000/Yr for 4 years = \$120,000; (Unpacking the Standards in training 10,000 – 15,000 educators per year) \$60,000 per yr for 4 years = \$240,000; Contractual - Contractual Costs based on Tennessee Diploma Project 10,000 – 15,000 total educators per year = \$285,000 per year for 4 years = \$1,140,000; Contractual -Training for faculty members on Common Core and new evaluation system; \$5,000 per faculty member for 250 faculty members in Year 2 (after Standards and new Evaluation are adopted
Overall Budget	\$2,990,714	\$517,000	\$2,954,000
Yearly Budget	Year 1 - \$965,200; Year 2 - \$828,256; Year 3 - \$591,704; Year 4 - \$605,555	Year 1 - \$205,100; Year 2 - \$205,100; Year 3 - \$53,400; Year 4 - \$53,400	Year 1 - \$382,820; Year 2 - \$382,820; Year 3 - \$382,820; Year 4 - \$382,820
Responsible Agency	Through the Governor's Office of State Planning and Policy, the Oversight Team will hire three full time employees, an Executive Director and two policy analysts. In addition, there will be a Deputy to the Commissioner of Education for First to the Top hired at the Department of Education. The Office will also contract to provide oversight and management consulting services to both the Oversight Team and the Tennessee Department of Education.	TDOE will contract with such an organization for targeted assistance.	TDOE
Timeline	The team and staffing will be put in place by July 2010.	Over a 4-year period.	The legal process for adopting standards will involve bringing the standards to the Board at the April 16 meeting for a first reading, followed by adoption at a specially-called meeting in July in advance of the August 2, 2010 deadline specified in this application.

Project Name	Integrating TVAAS into Pre-Service	State Longitudinal Data System	Electronic Learning Center
Assurance Area	B(3)	C	C(3)(ii)
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap- pages 61-62; BN - page 6	Ap - page 67; BN page 7	Ap - pages 72-73; BN -page 6
Description	Tennessee will issue a request for proposals for a training module to be developed that can be disbursed to initial preparation programs. The training module will focus on the use of TVAAS data in modifying and improving classroom instruction. This module will be an 8-hour component of a research methods course in all teacher preparation programs.	Integrate historic and recurring data relating to student-level information within a more advanced student identification system. Enhance the capability to communicate with higher education data systems (include student-level data from all two- and four-year higher education institutions in Tennessee). Implement a data cleansing tool that will correct data in the source applications. Integrate yearly test records of individual students into a broader P-20 Longitudinal Data System for greater analysis and linkages. Integrate information on students not tested by grade and subject into a broader P-20 Longitudinal Data System for greater analysis and linkages. Use a teacher identifier system with the ability to match teachers to students more broadly. Implement eTranscript in order to assess where Tennessee high school students apply to college, where they are admitted, and where they actually attend.	Courses delivered face-to-face will also be available online through the Electronic Learning Center for ongoing access and reference, Electronic Learning iPod™ sessions will be created and available, and live interactive WebEx™ training will be utilized as well. PBS online content that can be accessed through the Electronic Learning Center to amplify the professional development and curricular options with embedded assessments in a variety of disciplines, but particularly science-related content.
Budget Summary Narrative	The training module will focus on the use of TVAAS data in modifying and improving classroom instruction. This module will be an 8-hour component of a research methods course in all teacher preparation programs. \$5,000 per faculty member for 250 faculty members in Year 2. THEC will also fund 25% of a Teacher Preparation Program Coordinator and a Paralegal from these funds	The sum of all direct costs is \$19,470,491	Contractual - Expansion of content on the Electronic Learning Center; 17 contract employees for 4 years. Also includes travel, supplies, general resources. The estimated cost is \$4,400,000 over a four year period. Integration of the PBS Digital Learning Library into Tennessee's education web-based portal; PBS TeacherLine.
Overall Budget	\$1,402,000	\$19,957,417	ELC - \$4,764,767; PBS Integration - \$4,302,000
Yearly Budget	Year 1 - \$38,000; Year 2 - \$1288000; Year 3 - \$38,000; Year 4 - \$38,000	Year 1 - \$5220879; Year 2 - \$7401559; Year 3 - \$7,334,978; Year 4 - \$0	ELC - Year 1 - \$1,188,682; Year 2 - \$1,190,322; Year 3 - \$1,192,012; Year 4 - \$1,193,752; PBS \$1,075,500 per year for four years
Responsible Agency	THEC working with RFP winner	TDOE will contract with the Center for Business and Economic Research (CBER) to advance Tennessee's existing statewide longitudinal data system into a robust P-20 research and policy database. In addition, TDOE will enhance and expand the current P-12 data system to include an early warning system and eventually a 360 view of the student for educator usage.	TDOE will contract to expand the ELC.
Timeline	Issue Request for Proposals to develop training module - 2010-11 (within 4 months); Award contract to develop training module - 2010-11 (within 9 months); Implement training model into pre-service curriculum - 2012-13 - 2,000 pre service teachers trained by 2012-13 - 4,000 pre-service teachers trained by 2013-14	Initial P-20 system established by end of Year 2, other systems expanded and established by end of Year 4.	Comprehensive training program launched - 2010-11; Statewide training continues through 2014.

Project Name	TN CRED	Data Dashboard	Teacher and Principal Evaluation Development
Assurance Area	C(3)(ii)	C/D	D
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap - pages 73-74; BN - page 6	Ap - page 69; BN - pages 8-9	BN - page 10
Description	Create Tennessee's Consortium on Research, Evaluation, and Development (TN CRED) to put in place a series of initiatives to assess the success of Tennessee's innovative reform efforts and identify areas of greatest opportunity and challenge. Support implementation of state and local reform efforts, and ensure all proposed goals are met. Put into action high-quality research, evaluation, and development activities aimed at informing how best to reform education and educate children, capitalizing on new opportunities. Synthesize and promote exchanges of high-quality empirical evidence on state-of-the-art initiatives and recent advances in the four assurances of Race to the Top. Stimulate meaningful collaboration among educational researchers, practitioners, and policymakers that encourages these stakeholders to take advantage of the most promising educational reform directions and strategies.	Progressive districts in Tennessee already are working with the SAS Institute (which has an existing contract with the state) to develop a user-friendly data dashboard. Metro Nashville Public Schools and Memphis City Schools use this tool so teachers can see the academic growth pattern of individual students over time and determine whether they are consistently progressing academically. In addition, teachers can use the dashboard to see predictions of how well students will do in the future on state assessments or ACT exams. With these kinds of diagnostic tools, teachers will be able to differentiate instruction and measure its effects. And on the same dashboard, a teacher will have links to information and professional development available to help address the needs of students.	Increasing student achievement will be a significant factor in identifying effective teaching, as well as rewarding, retaining, and strategically utilizing our highest-performing educators. Teacher Evaluation Advisory Committee will develop and recommend to the State Board of Education guidelines and criteria for a multiple-measures teacher and principal effectiveness evaluation system, which will be administered annually to all teachers and principals in the state. The commissioner of education will provide professional staff support to the Committee that assists with research, facilitation, written documentation, and summaries needed to inform discussion and advance decision-making. Local, state and national experts will be engaged to further inform the process and provide technical support for the detailed discussion, options considerations, and exploration of best practices and design of final recommendations.
Budget Summary Narrative	Contractual - The Tennessee Higher Education Commission (THEC) will contract with Vanderbilt University to coordinate a team of national and state measurement, research and evaluation experts. Vanderbilt will subcontract with the Center for Business and Economic Research at the University of Tennessee and other researchers inside and outside of Tennessee to conduct evaluations of select interventions	SAS will provide online dashboard training for teachers, school leaders and TDOE personnel.	Travel – Twelve meetings per year for 15 committee members over two years at \$2,000 per meeting = \$24,000; Supplies – Document production, general resource expenditures = \$60,000; Contractual – National and state level experts on teacher and principal evaluation to provide consultation on development and implementation of a new evaluation system and consultants on the creation of developmentally appropriate assessments for early learning = \$1,050,000; Other – Communications = \$60,000
Overall Budget	\$3,182,000	\$606,800	\$2,410,984
Yearly Budget	Year 1 - \$796,000; Year 2 - \$795,000; Year 3 - \$795,500; Year 4 - \$795,500	\$151,700 per year for 4 years	\$1,205,492 per year for two years
Responsible Agency	THEC will contract with Vanderbilt University to coordinate a team of national and state measurement, research and evaluation experts.	TDOE working with SAS	Governor's Office working with TDOE
Timeline	2010 - 2011; TN CRED continues work on research and evaluation agenda through 2014.	We will take this teacher-focused dashboard statewide and make it viewable in every teacher's classroom by 2010, and launch a comprehensive training effort in the 2010-11 school year.	By July 1, 2011.

Project Name	School Leader Supply/Demand Study	Teacher and Leader Residency Programs	UTeach
Assurance Area	D(1)(iii)	D(1)(iii)	D(1)(iii)
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap - page 79; BN -page 9	Ap - pages 80; BN - pages 7-8	Ap - pages 79-80; BN - pages 7-8
Description	Tennessee Higher Education Commission (THEC) and the State Board of Education are constructing a School Leader Supply/Demand Study to complement the Teacher Supply/Demand Study.	The State has taken bold steps in its alternative education programs, such as Teach Tennessee, that target mid-career professionals, especially those in math and science, to become teachers. Locally developed teacher residency programs such as the one in Memphis and the NSF-funded Teach/Here program partnering the University of Tennessee-Knoxville with schools in Chattanooga and Knoxville serve as examples for the development of this work. An RFP will be developed to award districts with an aggressive and coordinated approach to teacher and leader talent development.	As discussed in D(1)(iii), TDOE will partner with THEC to implement the UTeach program to recruit undergraduate math and science majors into teaching.
Budget Summary Narrative	THEC will contract with the UT Center for Business and Economic Research (CBER), the research entity that developed the Teacher Supply/Demand Study, to construct a comparable School Leader Supply/Demand Study. Part of the contractual obligation for CBER will be distribution of data to LEAs, higher education, and state K-12 agencies. CBER will update the study annually.	The anticipated funding is \$500,000 per year x 4 residencies, which includes teacher stipends.	THEC will fund 25% of two employees and 50% of another employee to administer this program. In addition, the primary work will be contractual. The UTeach grants will be awarded to the University of Memphis and the University of Tennessee, Chattanooga for replication sites based on the nationally recognized program from the University of Texas, Austin.
Overall Budget	\$162,900	\$8,000,000	\$4,137,500
Yearly Budget	Year 1 - \$102,500; Year 2 - \$20,000; Year 3 - \$20,000; Year 4 - \$20,000	Year 1 - \$2,000,000; Year 2 - \$2,000,000; Year 4 - \$2,000,000; Year 4 - \$2,000,000	Year 1 - \$1,187,500; Year 2 - \$984,000; Year 4 - \$983,000; Year 4 - \$983,000
Responsible Agency	THEC, SBE; THEC will contract with CBER.	TDOE will issue a competitive proposal for school districts to establish or expand Teacher and Principal Residency programs.	THEC will contract with universities
Timeline	2010-2011: conduct study.	2010-2011: competitive proposal issued.	2010-2011: establish contract.

Project Name	New Compensation Packages	Teacher Working Conditions Survey	Integrating Data to Improve Instruction
Assurance Area	D(2)(iv)(b)	D(3)(i)	D(3)(i)
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap - pages 90-91 ; BN - pages 10-11	Ap - page 99; BN - page 9	Ap - pages 97-99; BN - pages 7-8
Description	Compensation packages will be aligned with the new career paths and take the form of base salaries, as well as performance and retention bonuses. Race to the Top will provide Tennessee with the funding to help LEAs with design and implementation of new compensation structures that reward our highest performing educators. Tennessee will create a competitive Innovation Acceleration Fund to support the adoption and implementation of alternative compensation systems at the local level. The state also will create a competitive supplemental fund of \$375,000 per year for innovation in those school districts whose share of funds is within the bottom 20% of the total share of the LEA funds under this application. Along with developing strategies to retain high performers, districts will be encouraged to design clear paths to dismiss those teachers and principals who after receiving ample opportunities to improve, continue to underperform as measured by the new evaluation.	Creating and administering a Teacher Working Conditions survey as another tool to gauge principal effectiveness in creating conditions for improving student achievement.	Tennessee will work with its existing contractor, the SAS Institute, to receive teacher effect data on teachers in all tested grades and subjects in a format that will allow teachers and principals to pinpoint areas of strength and weaknesses, classroom by classroom and school by school. The Department will also work with a non-profit training partner to work with districts, schools and teachers to better understand how to integrate the use of value added and formative assessment data into day to day instruction. In addition, the Department will work to integrate teacher and leader effectiveness data generated through the new evaluation system, which will include TVAAS data.
Budget Summary Narrative	Two different programs are aimed at encouraging differentiated compensation, the Innovation Acceleration Fund and the Competitive Supplemental Fund. Innovation Acceleration Fund: \$12M for differentiated compensation plans; Grants for three to five districts per year; Competitive Supplemental Fund \$375,000 per year for innovation in those school districts whose share of funds is within the bottom 20% of the total share of the LEA funds under this application Encourage compensation reform or turning around of low-performing schools.	Survey design and customization, online survey delivery and data warehousing, data analysis and reporting, which is estimated at \$300,000 in Year One and Year Three. Report delivery, data training, technical assistance to schools and school leaders to utilize the data, estimated at \$200,000 in Year Two and Year Four.	Contractual - The Tennessee Department of Education (TDOE) will contract with an external nonprofit training partner to deliver statewide supports around the use of data to inform instruction. Staff from the external organization will be responsible for coordination, oversight, creative solutions, and fiscal management. Specifically, the nonprofit training partner will collaborate with SAS to deliver statewide supports in the following areas: Building the capacity of teachers and school leaders in the area of balanced assessment; Enhancing educators' capacity to maximize the robust value-added information at their disposal; Ensuring quality, transparency, and utility in data systems; Providing research and innovation expertise in identifying the impact of specific interventions and determine potential for replication statewide; Supporting districts as they research, develop, implement, and enhance systems of differentiated compensation; Supporting educators in the Coalition of Large School Systems (CLASS) districts that comprise 34% of the students in our state; Supporting a select number of schools in the Rural School Improvement Collaborative; Supporting TDOE in developing long-term
Overall Budget	\$13,500,000	\$1,058,064	\$25,166,571
Yearly Budget	Year 1 - \$3,375,000; Year 2 - \$3,375,000; Year 3 - \$3,375,000; Year 4 - \$3,375,000	Year 1 - \$314,516; Year 2 - \$214,516; Year 3 - \$314,516; Year 4 - \$214,516	Year 1 - \$8,773,953; Year 2 - \$6,294,875; Year 3 - \$6,332,602; Year 4 - \$3,764,141
Responsible Agency	TDOE will conduct a grant competition for funding to allow districts to develop transition plans for or to fund differentiated compensation plans.	TDOE working with contractor to design survey	TDOE will contract with an external nonprofit training partner to deliver statewide supports around the use of data to inform instruction, and will contract to integrate data from the teacher and leader evaluations into a broader system of improving professional development and instruction
Timeline	2010-11.	2010-2011: First survey conducted statewide.	2010-2011: establish contract.

Project Name	Distinguished Professionals	Teach Tennessee	Teacher Preparation Program Effectiveness Report Card
Assurance Area	D(3)(ii)	D(3)(ii)	D(4)(ii)
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap - pages 104; BN - page 10	Ap - pages 104; BN - page 10	Ap - pages 110 - 111; BN - page 9
Description	The State has taken bold steps in its alternative education programs, such as Teach Tennessee, that target mid-career professionals, especially those in math and science, to become teachers. Teach For America and The New Teacher Project, combined with locally developed teacher residency programs such as the one in Memphis and the NSF-funded Teach/Here program partnering the University of Tennessee-Knoxville with schools in Chattanooga and Knoxville and the Distinguished Professionals program for STEM professionals also represent an aggressive and coordinated approach to teacher talent development.	The State has taken bold steps in its alternative education programs, such as Teach Tennessee, that target mid-career professionals, especially those in math and science, to become teachers. This program will be expanded as part of an aggressive and coordinated approach to teacher talent development.	Combined with other measures, the report card will inform program adjustments, policy changes, and funding for teacher education programs such that they will be rewarded not only for producing teachers, but for the quality of the teachers they produce. Successful programs will be expanded, while unsuccessful programs will be provided an opportunity to improve over a specified period of time. The SBE will use that data to reward programs that are successful and support or decertify those that fail to produce effective teachers
Budget Summary Narrative	The Distinguished Professionals program will be expanded to at least three of the large school districts identified below over a four year period with an estimated cost of \$400,000; Hire and train between 50 and 75 technical professionals to teach courses that the schools are unable to staff with properly certified full time educators. Offer approximately 100 critical high school courses that, without the Distinguished Professionals program either would not be offered or would not be taught by properly certified teachers.	Contractual - 35 teachers per year x \$4,286 per teacher = \$150,010 per year = \$600,040 total	Salary and benefits, supplies, travel and other costs for an employee at THEC to develop this instrument
Overall Budget	\$400,000	\$640,800	\$499,750
Yearly Budget	Year 1 - \$100,000; Year 2 - \$100,000; Year 3 - \$100,000; Year 4 - \$100,000	\$160,200 per year for 4 years	Year 1 - \$128,000; Year 2 - \$123,750; Year 3 - \$124,000; Year 4 - \$124,000
Responsible Agency	TDOE will conduct a competitive grant program to expand the Distinguished Professionals program.	TDOE will contract to expand the Teach Tennessee program.	A group including leadership from the SBE, THEC, TDOE, Tennessee Education Association, Tennessee Association of Colleges of Teacher Education, and other stakeholders. The panel outlined above will create a work plan by 2011 for these tasks.
Timeline	2010-2011 grant competition conducted.	2010-2011: contract to expand current program.	The panel outlined above will create a work plan by 2011 for these tasks.

Project Name	Leadership Action Tank	Rural Literacy Programs	Achievement School District
Assurance Area	D(5)(i)	E(2)	E(2)(ii)
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap - pages 117; BN - page 9	Ap - page 253; BN - page 12	Ap - pages 123 - 129; BN - page 11
Description	The Leadership Action Tank is a principal effectiveness laboratory with a learning agenda, which will capture the evidence of practices that have been demonstrated to improve student achievement using TVAAS data and other factors and place an emphasis on high-poverty, high-performing schools statewide, particularly in rural schools.	Save the Children currently provides literacy programs including tutoring, formative assessments, extended learning, and professional development in Tennessee's rural school districts. The Tennessee Department of Education (TDOE) will contract with Save the Children to continue and expand its current efforts.	Tennessee will establish a groundbreaking approach that will capitalize on newly created authority of the commissioner, best practice research on successful school turnaround, and an unprecedented partnership with non-profit groups. First, as determined by the Director of Schools for the Achievement School District and the Commissioner of Education, the state will remove eligible schools from their home LEA and place them under the direction of the Achievement School District. These schools will form a new statewide district that will empower a new set of leaders to carry out dramatic strategies to enact powerful change in these schools. The ASD could consist of the 10 schools identified as persistently lowest-achieving in Tier 1, as well as three schools that are in the second year of Restructuring and beyond according to Tennessee's accountability rules.
Budget Summary Narrative	Contracted personnel = \$266,660; Travel = \$129,116; Equipment = \$13,500; Consultants = \$129,304; Training and coaching support = \$9,028,039	Save the Children programs = \$388,902 per year x 4 years = \$1,555,608	Personnel - \$250,000 per year for Director of Schools + 3% salary increase and 28% benefits = \$1,338,761; Travel - \$20,000 per year x 4 years = \$80,000; Supplies - \$20,000 per year x 4 years = \$80,000; Contractual – Collaborative = \$11,049,304 (Supplemented by \$19.5M in School Improvement Grants)
Overall Budget	\$994,762	\$1,555,608	\$45,550,681
Yearly Budget	Year 1 - \$2,646,933; Year 2 - \$2,801,862; Year 3 - \$2,206,663; Year 4 - \$2,339,304	\$388,902 per year for four years	Year 1 - \$8,293,899; Year 2 - \$8,758,729; Year 3 - \$10,257,001; Year 4 - \$18,241,051
Responsible Agency	TDOE will issue an RFP to contract with an external organization to provide a Leadership Action Tank.	TDOE working with Save the Children	To enable the best possible reform conditions, the state will create a collaborative to assist TDOE in operations of the Achievement School District.
Timeline	2010-11, establish contract	2010-11, expand contract	Planning year begins in 2010-11.

Project Name	Focus Schools	Renewal Schools	Statewide College Access Network
Assurance Area	E(2)(ii)	E(2)(ii)	E(2)(ii)
Page Numbers (Ap = Application; BN= Budget Narrative)	Ap - pages 128; BN - pages 10-11	Ap - pages 127; BN - pages 10-11	Ap - pages 128; BN - page 12
Description	Schools that have just entered the accountability continuum will be Focus Schools. TDOE will issue an RFP to assess and approve providers of services. LEAs will be authorized to choose providers from the approved list of vendors.	Renewal Schools will allow schools to remain within their home district but require them to adopt a model with evidence of success of capacity-building and school achievement. TDOE will issue an RFP to assess and approve providers of services. LEAs will be authorized to choose providers from the approved list of vendors.	Communities with persistently failing schools tend to lack a college-going culture. To support those communities in their turnaround work, Tennessee will establish a statewide college access network. To make quick and significant progress in the areas of education attainment, participation, and affordability, this will be a systemic effort in college access and success. As part of the Lumina Foundation KnowHow2Go grant, Tennessee will invest about \$100,000 in the start-up work. With Race to the Top, we propose to expand this proposed college access network and incubator.
Budget Summary Narrative	Schools get funds to hire turnaround specialists at \$300 per day x 20 days per school = \$6,000 per school; Year 1 – 154 schools x \$6,000 = \$924,840 (calculated on a formula, so not rounded); Year 2 – 165 schools x \$6,000 = \$989,222; Year 3 – 156 schools x \$6,000 = \$935,705; Year 4 – 149 schools x \$6,000 = \$895,322	\$300,000 per school to purchase turnaround and school support services from a provider identified through a statewide Request for Information. Year 1 – 30 schools x \$300,000 = \$6,750,000; Year 2 – 44 schools x \$300,000 = \$9,900,000; Year 3 – 60 schools x \$300,000 = \$13,500,000; Year 4 – 75 schools x \$300,000 = \$22,500,000. The state will commit approximately \$8,900,000 in the first three years in School Improvement Grant funds	Personnel, Fringe, Travel, Supplies to support staff at THEC = \$22,300 per year x 4 years = \$89,200; Contractual – Expansion of college access network = \$450,000 per year x 4 years = \$1,800,000; The sum of all direct costs is \$1,889,200; Direct support for district expansion of programs = \$300,000 per year x 4 years = \$1,200,000
Overall Budget	\$3,745,090	\$52,650,000	\$3,231,886
Yearly Budget	Year 1 - \$924,840; Year 2 - \$989,222; Year 3 - \$935,705; Year 4 - \$895,322	Year 1 - \$6,750,000; Year 2 - \$9,900,000; Year 3 - \$13,500,000; Year 4 - \$22,500,000	\$807,984 per year for four years
Responsible Agency	TDOE working with school districts	TDOE working with school districts	THEC will expand its contract to support the establishment and expansion of a statewide college access network.
Timeline	Start in 2010-11.	Start in 2010-11.	2010-11, expand contract

Tennessee First to the Top Timeline: Section B – Standards & Assessments

Table 1: Implementation and Development of New Standards and Assessments

Reform Plan Criteria (B)(3)

Goal: To ensure that Tennessee has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards.

For all activities, the responsible party will be the Tennessee Department of Education.

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>Standards Development</i>	Adoption of newly standards by State Board of Education (July). Alignment of current TN standards to new Common Core standards (October – December 2010). Finalize crosswalk and formatting (January 2011). PARCC – Unpack standards (October 2010 – January 2011). Contract with bid agencies to develop a timely and accurate online needs assessment to ensure quick feedback to meet immediate needs for professional development and other training activities (October). Needs assessment – continuously assess impact on			

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	teacher use and student improvement. Given statewide to 1,734 schools.			
<i>Assessment Development</i>	<p>Tennessee to participate in state consortia with multi-state participation:</p> <p>Final Confirmed Consortium: Partnership for Assessment of Readiness for College and Careers (PARCC), a 27-member state consortium with TN as a governing state. Timeline based on grant award and consortium schedule of work.</p> <p>Consortium states work to include Tennessee in both formative and summative assessment systems aligned to the Common Core standards.</p> <p>Proposal(s) written based on final grant announcements (March 2010).</p> <p>All consortium work aligned with Race to the Top Assessment Program next generation of assessments aligned to Common Core Standards (March 2010 grants submission, June 2010 grants due, September 2010 grants</p>	<p>TN early warning diagnostic reports (October 2011 – April 2012).</p> <p>PARCC – Develop and review passages, media, and items (July 2011 – August 2014).</p> <p>Pilot testing of new item types and constructs and finalize scoring approach (September 2011 – May 2012).</p> <p>Determine report structures and content (March 2012 – February 2014).</p> <p>Professional development modules and tools developed (January 2011 – August 2012).</p> <p>TCAP – Initiate item writing and passage development and review for reading/language arts and math (July 2011 – June 2012).</p>	<p>PARCC – field testing with sample populations from multiple states (September 2012 – June 2014). Field Test 1 (Fall 2012 – Spring 2013).</p> <p>TCAP – Embedded item field testing of reading/language arts and math items into operational forms (April - May 2013).</p> <p>Scoring and analysis of new items (June – July 2013).</p>	<p>PARCC – Field testing continues with Field Test 2 (Fall 2013 – Spring 2014).</p> <p>Create final test forms (January 2014 – June 2014). Operation testing (Fall 2014 – Spring 2015).</p> <p>TCAP – Operational assessments in reading/language arts and math aligned to TN Common Core standards (April – May 2014).</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	<p>awarded by USED).</p> <p>Grant submitted June 23, 2010 in collaboration with multi-state consortium. (PARCC).</p> <p>Finalize consortium tasks, (June 2010) begin work to include unpacking standards, development of test specifications, creation of test blueprints for each subject (R/LA and math) 3-8 and high school (October 2010 - January 2011).</p> <p>Baseline data to inform Common Core standards (October 2010).</p> <p>Create definitions, policies, and accommodations for “students with disabilities (SWD) and English Learners (ELL). Develop test administration and security procedures (October 2010 – January 2011).</p> <p>Develop RFP for assessment development post RFP, submission of proposals, and selection of vendor (October 2010 – June 2011).</p>	<p>Select technology platform (ONLINE) (October 2011 – June 2012)</p>		

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	<p>Develop performance level descriptors (February 2010 – August 2014).</p> <p>Name College Ready Advisory Committee, engagement liaisons, and faculty for work groups representing all states (October 2010 – May 2014).</p> <p>PARCC public outreach and Stakeholder engagement plan, policy, strategic deployment (October 2010 – 2014)</p> <p>TN Comprehensive Assessment Program (TCAP) alignment to new TN Common Core standards 3-8 Achievement (ACH) and secondary End of Course assessments.</p> <p>Cross walk to TN test blueprint and Reporting Categories (February 2011).</p> <p>Initiate style and form development changes to reading/language arts and math assessments (March 2011 – June 2011).</p>			
<i>On-site or In-</i>	Orientation/introduction to	Second round of training	Summer 2011 teacher	Workshops on

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>person</i> <i>Workshops</i>	<p>the new standards and assessments. Hold nine work sessions across the state to obtain practitioner input for alignment (February – March 2011, approximately 1,300 participants).</p> <p>Common Core standards and assessments training for school/system-wide improvement teams. “Train the trainer” model provided (February 2011), approximately 350 participants).</p> <p>Tennessee School Counselor Summit for 136 school improvement teams from all districts (February – March 2011 approximately 2,000 school-based participants).</p> <p>Standards awareness professional development – “Unpacking the Standards” for school/district leadership teams. 13 – 15 regional work sessions held for 3-4 days (June-August 2011, approximately 10,000-15,000 educators).</p> <p>Tennessee Reading Summits</p>	<p>workshops based on lessons learned/what worked. “Retrain the trainer” sessions (June-August 2012, approximately 10,000 – 15,000 participants).</p> <p>New “train the trainer” workshops for systems with new teachers/administrators (July 2012, approximately 1,500 participants).</p> <p>“Standards application: what worked?”: follow-up training for original cohort (May 2012, approximately 10,000 participants).</p>	<p>cohort – retrain the trainer. Assemble onsite literacy, numeracy, and graduation coaches for one-week training with one-week follow-up sessions throughout the 2012 school year. Use turnaround specialists and other technical teams for training. (March, 1000+ participants).</p> <p>Follow-up training for school/system-wide improvement teams: nine sites focused on effective practice, use of value-added, and achievement/non-academic data to inform improvement planning (February-April 2013 approximately 1,000 personnel).</p>	<p>research-based strategies: what worked and effective practices. Discussion groups in nine state regions for higher education and K-12 practitioners (April-May 2014, 500 participants).</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	held for 136 school systems focused on adolescent literacy in middle and high schools (April 2011, approximately 3,000 – 5,000 participants).			
<i>Special Activities for School Improvement Teams</i>	<p>Collaboration with higher education regarding teacher preparation institutions and new standards (see Table 2).</p> <p>Collaboration with business, community, and parent representatives on new standards. Hold nine statewide Business Roundtable meetings for public to weigh in on new standards and ensure ownership (June-July 2011, approximately 550 participants).</p> <p>Dashboard professional development: dashboards installed in schools and linked to statewide data warehouse. Professional development provided to data teams in 1,734 schools in 136 school systems to develop linkages to data and school/system improvement planning (June 2010-April 2011, approximately 9,000 participants).</p>			Lessons learned: culminating activities, research abstracts, publications, toolkits (May).

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>Online Professional Development</i>	Develop online offerings on Electronic Learning Center (ELC) with video, podcasts, and interactive online planning tools (August – December).	ELC interactive and web-based professional development. Develop and display online effective practice networks through podcasts. Work with higher education to provide online coursework for pre-service and in-service teachers (August-January).	Finalize development of professional development portal with online coursework and podcasts on the ELC (February).	Sessions on reading and numeracy strategies: trainings and demonstrations online and podcasts through ELC (March-May, approximately 1,500 participants).
<i>Special Activities for High Priority Schools</i>	Content specialty work sessions for High Priority/Target schools. Ten regional workshops held to deliver new content and effective practice models (January-March).	Additional training for personnel working with High Priority schools (January-March, approximately 350 participants). Sessions targeted to High Priority schools: effective practices with new standards (October-January, approximately 550 schools and 25 school systems).	“Bringing it all together”: Onsite technical assistance teams visit High Priority schools across Tennessee to model effective practice and coach for literacy (October – March, 350+ participants).	

**Table 2: Tennessee Higher Education Commission's Plan
for Data Training for Pre-Service Teachers**

Reform Plan Criterion (B)(3)

Goal: To ensure that pre-service teachers enrolled in Tennessee's institutions of higher education receive training in value-added assessment systems to assist their classroom activities, particularly instruction on Tennessee's new standards.

For all of these activities, the responsible party will be the Office of Academic Affairs, Tennessee Higher Education Commission, working in concert with providers selected competitively for the training module.

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>Phase of Development</i>	TVAAS training module used in schools available to teacher preparation programs for integration. The module will be developed by SAS and/or other chosen provider. Teacher preparation program personnel trained on implementation of training module State Board of Education licensure policy change.	Implementation of training module into pre-service curriculum.	Continuation of training model into pre-service curriculum.	Continuation of training module in pre-service curriculum.
<i>Teacher Preparation Program Personnel Trained</i>	A minimum of 150 Teacher preparation program personnel trained. *	Additional training as needed.	Additional training as needed.	Additional training as needed.
<i>Pre-Service Teachers Trained</i>	n/a	2,000 Pre-service teachers.**	4,000 pre-service teachers.**	4,000 pre-service teachers.**

*Based on the number of teacher preparation programs and faculty teaching research methods courses.

**Based on the number of teacher education graduates produced yearly. With approximately 4,000 annual graduates, we anticipate half of all students would receive training the first year of implementation, and by the second year all students would receive training annually.

Tennessee First to the Top Timeline: Section C – Data Systems to Improve Instruction

Timeline for Implementing New Approaches to Accessing and Using State Data

Reform Plan Criteria (C)(2) and (C)(3)

Goal: To ensure that data from the state’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders, and to ensure that data is used to improve instruction.

For all of these activities, the responsible party will be the Tennessee Department of Education (TDOE), in coordination with the SAS Institute (existing state contractor), additional contracted training partner and our statewide research & evaluation team.

SAS and an external organization will collaborate to deliver statewide supports in the following areas:

- Building the capacity of teachers and school leaders in the area of balanced assessment
- Enhancing educators’ capacity to maximize the robust value-added information at their disposal
- Ensuring quality, transparency, and utility in data systems
- Providing research and innovation expertise in identifying the impact of specific interventions and determine potential for replication statewide
- Supporting districts as they research, develop, implement, and enhance systems of differentiated compensation
- Supporting educators in the Coalition of Large School Systems (CLASS) districts that comprise 34% of the students in our state
- Supporting a select number of schools in the Rural School Improvement Collaborative
- Supporting the Tennessee Department of Education in developing the long-term capacity to deliver the innovative outcomes outlined in the Race to the Top proposal

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Equip every teacher with access to value-added data specific to his/her classroom and/or school via the new data dashboard (including account access and passwords).	Monitor and report access and usage of the system on a school and district level.	Monitor and report access and usage of the system on a school and district level.	Monitor and report access and usage of the system on a school and district level.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
TDOE will train every teacher and principal in use of value-added data through a partnership with an external organization to focus on using value-added for differentiated instruction, curriculum choices, and more; external organization to train districts in the use of value-added assessment for compensation and direct links to teachers' and principals' evaluation as well.	<p>Training continues.</p> <p>LEAs conduct annual reviews of their teachers and principals and publicly report data (teacher/principal evaluation timeline is in Section (D)(2)).</p>	<p>Training continues.</p> <p>LEAs conduct annual reviews of its teachers and principals and publicly report data (teacher/principal evaluation timeline is in Section (D)(2)).</p>	<p>Training continues.</p> <p>LEAs conduct annual reviews of its teachers and principals and publicly report data (teacher/principal evaluation timeline is in Section (D)(2)).</p>
TDOE will contract for focused support of and consultation to the TDOE staff (regional and in main office) and CLASS to build strong capacity to do this work.	Work with TDOE and CLASS will continue; focused support of and consultation to the Achievement School District and Rural Consortium in this work.	Focused work will continue; ongoing consultation to other districts as needed.	Focused work will continue; ongoing consultation to other districts as needed.
All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.	All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.	All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.	All LEAs have access to the dashboards reporting on students at their enrolled school to affirm the accuracy of the data.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Electronic Learning iPod™ and live interactive WebEx™ training sessions created and available. Comprehensive training program launched.	Online access to iPod™ & WebEx™ training developed in year 1. Face-to-face training sessions captured and available online through the Electronic Learning Center for ongoing access and reference. Training statewide continues.	Online access to iPod™ & WebEx™ training developed in year 1. Face-to-face training sessions captured and available online through the Electronic Learning Center for ongoing access and reference. Training statewide continues.	Online access to iPod™ & WebEx™ training developed in year 1. Face-to-face training sessions captured and available online through the Electronic Learning Center for ongoing access and reference. Training statewide continues.
	Professional Development Tracking Functionality ongoing.	Professional Development Tracking Functionality ongoing.	Professional Development Tracking Functionality ongoing.
Establish Tennessee's Consortium on Research, Evaluation, and Development (TN CRED). Outline series of research projects and identify specific areas of expertise that need to be represented. Identify external resource opportunities for funding research and collaborative national efforts for participation.	TN CRED continues work on research and evaluation agenda.	TN CRED continues work on research and evaluation agenda.	TN CRED continues work on research and evaluation agenda.
Benchmark data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.	Ongoing data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.	Ongoing data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.	Ongoing data from the longitudinal data system, TVAAS, and local instructional improvement systems to be available to researchers.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	TDOE teacher and principal evaluation system will be linked to the instructional data system, allowing for alignment and decision-making in the crafting of individualized supports for improving practice.	Enhanced usage of the system on an annual basis.	Enhanced usage of the system on an annual basis.
Teacher and principal preparation programs prepare to include partner-developed data training in their coursework (also see timeline for Section (D)(4)).	Teacher and principal preparation programs to begin including data training in their coursework (also see timeline for Section (D)(4)).	Teacher and principal preparation programs to begin including data training in their coursework (also see timeline for Section (D)(4)).	Teacher and principal preparation programs to begin including data training in their coursework (also see timeline for Section (D)(4)).

Tennessee First to the Top Timeline: Section D – Great Teachers & Leaders

Table 1: Timeline for Implementing New Approaches to Teacher and Principal Effectiveness Based on Performance

Reform Plan Criterion (D)(2)

Goal: To ensure that the state has a high-quality plan to improve teacher and principal effectiveness through new evaluation systems that will affect all human capital decisions.

For all of these activities, the responsible party will be the Tennessee Department of Education (TDOE), in coordination the State Board of Education, SAS, and LEAs.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Teacher Evaluation Advisory Committee to conclude its work and deliver recommendations to the State Board no later June 30, 2011.	LEAs continue to set annual improvement goals.	LEAs continue to set annual improvement goals.	LEAs continue to set annual improvement goals.
The State Board to adopt, no later than July 1, 2011, the policies necessary to implement the recommended guidelines and criteria in preparation for implementation.	Board to gather data and input for any additional policy development to guide districts in their work.	Board to gather data and input for any additional policy development to guide districts in their work.	Board to gather data and input for any additional policy development to guide districts in their work.
TDOE to work with contractors and LEAs to design.	Training of the LEAs to launch and support evaluation system usage.	Continued training at the LEAs to launch and support evaluation system usage.	Continued training at the LEAs to launch and support evaluation system usage.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
LEAs to solicit teacher and principal input on the evaluation system for implementation at the local level.	LEAs to begin implementation. Share local innovations with TDOE and State Board to inform future direction/policymaking.	LEAs to continue implementation. Share local innovations with TDOE and State Board to inform future direction/policymaking.	LEAs to continue implementation. Share local innovations with TDOE and State Board to inform future direction/policymaking.
	TDOE to develop reporting mechanisms to disseminate data on performance of LEAs and schools in developing more effective teachers and principals.	Issue report on performance of LEAs and schools in developing more effective teachers and principals along with observations and recommendations for action.	Issue report on performance of LEAs and schools in developing more effective teachers and principals along with observations and recommendations for action.
Pilot annual evaluation and recommend changes before State Board of Education adoption of instrument.	Statewide implementation of evaluation instrument. Use annual evaluation results to inform teacher and principal professional development (also see timeline for Section (D)(5)).	Use annual evaluation results to inform teacher and principal professional development (also see timeline for Section (D)(5)).	Use annual evaluation results to inform teacher and principal professional development (also see timeline for Section (D)(5)).
Provide financial support for significant statewide training related to TVAAS data and the use of data dashboards as well as advanced training on using data to differentiate instruction (also see timeline for Section (D)(5)).	Data training continues on smaller scale.	Data training continues on smaller scale.	Data training continues on smaller scale.

Tennessee First to the Top Timeline: Section D – Great Teachers & Leaders

Table 1: Tennessee’s Plan for Equitable Distribution of Effective Teachers

Reform Plan Criterion (D)(3)(i)

Goal: To ensure the equitable distribution of teachers and principals in high-poverty schools by developing a plan to ensure that students in high poverty schools have equitable access to highly effective teachers and principals and are not served by ineffective teachers and principals at higher rates than other students.

For all of these activities, the responsible party will be the Tennessee Department of Education, in coordination with LEAs.

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>Teachers</i>	<p>Teacher effect scores reported electronically to teachers across the state.</p> <p>Train teachers and principals on the interpretation of their electronic score reports.</p> <p>Recommend teachers and principals analyze teacher effect scores to measure progress.</p>	<p>Train teachers and principals on the interpretation of their electronic score reports.</p> <p>Recommend teachers and principals analyze teacher effect scores to measure progress.</p> <p>Continue training on new teacher evaluation system that includes student academic growth.</p> <p>Training on new teacher evaluation system that includes student academic growth.</p>	<p>Provide teachers individualized professional development linked to their diagnostic component on teacher effect score report.</p> <p>Continue training on new teacher evaluation system that includes student academic growth.</p>	<p>Provide teachers individualized professional development linked to their diagnostic component on teacher effect score report.</p> <p>Continue training on new teacher evaluation system that includes student academic growth.</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	<p>Electronic dashboard provided to teachers to analyze student data for interventions with initial training.</p> <p>Training on dashboard: Incorporate training on State's Electronic Learning Center (ELC).</p>	<p>Continue training on electronic teacher effect scores and dashboard.</p> <p>Provide teachers individualized professional development linked to their diagnostic component on teacher effect score report.</p>	<p>Additional training as needed.</p>	<p>Additional training as needed.</p>
	<p>Participate in teacher working conditions survey (TWC) statewide.</p>	<p>Participate in technical assistance provided to schools as part of TWC survey.</p>	<p>Participate in teacher working conditions survey (TWC) statewide.</p>	<p>Participate in technical assistance provided to schools as part of TWC survey.</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>Principals</i>	<p>Train principals on the interpretation and use of these electronic score reports and how they can inform evaluation, tenure, differentiated pay and roles, assignments, professional development, and dismissal.</p> <p>Implement school-level report of distribution of teacher effectiveness.</p> <p>Train principals on the interpretation and use of the school-level teacher effectiveness distribution reports.</p> <p>Develop new principal evaluation system that includes student academic growth.</p> <p>Participate in Teachers Working Condition Survey</p>	<p>Implement new teacher evaluation system, which includes use of teacher effect scores, and evaluate impact of teacher performance.</p> <p>Train principals on analyzing TWC survey results to improve working conditions to recruit, retain, and develop effective teachers and allow them to actualize their potential.</p> <p>Train principals on the interpretation and use of these electronic score reports and how to track changes in teacher performance after receiving interventions.</p> <p>Training on new principal evaluation system that includes student academic growth.</p> <p>Participate in technical assistance provided to schools as part of TWC survey.</p>	<p>Implement second TWC survey statewide.</p> <p>Continue training on the interpretation and use of the school-level teacher effectiveness distribution reports and evaluate interventions.</p> <p>Continue to implement new teacher evaluation system, which includes use of teacher effect scores, and evaluate impact of teacher performance.</p> <p>Additional training as needed.</p> <p>Participate in Teachers Working Condition Survey</p>	<p>Continue training on the interpretation and use of the school-level teacher effectiveness distribution reports and evaluate interventions.</p> <p>Continue to implement new teacher evaluation system, which includes use of teacher effect scores, and evaluate impact of teacher performance.</p> <p>Additional training as needed.</p> <p>Train principals on analyzing TWC survey results to improve working conditions to recruit, retain, and develop effective teachers and allow them to actualize their potential.</p> <p>Participate in technical assistance provided to schools as part of TWC survey.</p>
Timeline Section (D)(3) – Great Teachers & Leaders				3

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>District Staff</i>	<p>Appropriate training on the interpretation and use of teacher effect score reports, school level teacher equity distribution reports, dashboard, and TWC survey to help support improved teacher and school effectiveness.</p> <p>Provide technical assistance to participating LEAs identified with deficiencies in equitable distribution to incorporate strategies to address these deficiencies in their RTTT plans.</p> <p>Collaborate with federally funded resource centers to identify best district-level practices for improving inequitable distribution, such as strategies for recruiting, hiring, assigning, and retaining effective teachers, as well as providing effective</p>	<p>Require participating LEAs to evaluate principal assignments in light of AYP results, school value-added, and TWC survey results.</p> <p>Provide training to district staff on new teacher evaluation system.</p> <p>Training for new teacher and principal evaluation system that includes student academic growth.</p> <p>Require districts to analyze district school-level teacher effectiveness distribution charts and evaluate progress to improve equitable distribution across the state and within individual schools. Revise strategies in RTTT plan when needed.</p> <p>Require participating</p>	<p>Require participating LEAs to evaluate principal assignments in light of AYP results, school value-added, and TWC survey results.</p> <p>Require districts to analyze district school-level teacher effectiveness distribution charts and evaluate progress to improve equitable distribution across schools. Revise strategies in RTTT plan when needed.</p> <p>Require participating LEAs identified with deficiencies in equitable distribution to implement strategies to address the deficiencies in their RTTT plans.</p> <p>Ensure that participating LEAs have high-quality induction programs for new teachers with mentoring and other support structures.</p>	<p>Require participating LEAs to evaluate principal assignments in light of AYP results, school value-added, and TWC survey results.</p> <p>Require districts to analyze district school-level teacher equity distribution charts and evaluate progress to improve equitable distribution across schools. Revise strategies in RTTT plan when needed.</p> <p>Require participating LEAs identified with deficiencies in equitable distribution to implement strategies to address the deficiencies in their RTTT plans.</p> <p>Ensure that participating LEAs have high-quality induction programs for new teachers with mentoring and other support structures.</p> <p>Additional training as needed.</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	<p>professional development. Disseminate to LEAs.</p> <p>Require participating LEAs to ensure that all teachers participate in the TWC survey.</p> <p>Assist in implementing Teacher Working Conditions Survey.</p> <p>State will request from SAS (TVAAS) teacher effect data and analyze the distribution of teachers by effectiveness in high poverty and in low poverty schools in targeted districts.</p>	<p>LEAs identified with deficiencies in equitable distribution to implement strategies to address the deficiencies in their RTTT plans.</p> <p>Train district staff on analyzing TWC survey results to improve working conditions to recruit, retain, and develop effective teachers and allow them to actualize their potential.</p> <p>Ensure that participating LEAs have high-quality induction programs for new teachers with mentoring and other support structures.</p> <p>Additional training as needed.</p> <p>Participate in technical assistance provided to districts as part of TWC</p>	<p>Additional training as needed.</p> <p>Assist in implementing Teacher Working Conditions Survey.</p>	<p>Participate in technical assistance provided to districts as part of TWC initiative to improve the equitable distribution of effective teachers.</p> <p>Train district staff on analyzing TWC survey results to improve working conditions to recruit, retain, and develop effective teachers and allow them to actualize their potential.</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
		initiative to improve the equitable distribution of effective teachers.		

Table 2: Tennessee’s Plan for Increasing the Numbers of Effective Teachers in Shortage Areas

Reform Plan Criterion D(3)(ii)

Goal: To increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas (mathematics, science, special education and English as a Second Language (ESL)) and to decrease the number and percent of waivers in those four areas.

For all activities, the responsible party will be the Department of Education.

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>Math and Science</i>	Provide training to all teachers on dashboard and teacher effect score reports. Encourage participating LEAs to provide incentives allowable under the state’s differentiated pay law to attract and retain teachers in these hard-to-staff	Continue differentiated pay strategies and evaluate. Continue training on electronic teacher effect scores and dashboard.	Continue differentiated pay strategies and evaluate. Continue training on electronic teacher effect scores and dashboard.	Continue differentiated pay strategies and evaluate. Continue training on electronic teacher effect scores and dashboard.

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	subjects.			
<i>ESL and Special Education</i>	<p>Provide training to all teachers on dashboard.</p> <p>Develop teacher effectiveness measures for both special education and ESL teachers.</p> <p>Encourage participating LEAs to provide incentives allowable under the state's differentiated pay law to attract and retain teachers in these hard-to-staff subjects.</p>	<p>Continue differentiated pay strategies and evaluate.</p> <p>Continue training on electronic dashboard.</p> <p>Implement teacher effectiveness scores for ESL and special education teachers and disseminate results and provide training on use and interpretation.</p>	<p>Continue differentiated pay strategies and evaluate.</p> <p>Continue training on teacher effectiveness scores.</p> <p>Continue training on electronic dashboard.</p>	<p>Continue differentiated pay strategies and evaluate.</p> <p>Continue training on teacher effectiveness scores.</p> <p>Continue training on electronic dashboard.</p>

Tennessee First to the Top Timeline: Section D – Great Teachers & Leaders

Table 1: Timeline for Improving Teacher and Leader Preparation

Reform Plan Criterion (D)(4)

Goal: To improve the effectiveness of teacher and principal preparation programs.

For all of these activities, the responsible parties will be the Department of Education (TDOE), the State Board of Education (SBE), and the Tennessee Higher Education Commission (THEC).

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
THEC, SBE, and the DOE to collaborate with teacher preparation programs to design a reporting mechanism to collect data on pre-service teachers and teachers seeking additional licenses and endorsements.	Teacher preparation programs to report data on students recommended for teacher licensure that includes pre-service teachers in traditional preparation programs as well as alternative licensure programs. SBE to work with THEC, the DOE, and teacher/principal preparation programs to implement a feedback loop for preparation programs to report on program modifications.	Institutional feedback reports will be supplied to SBE.	Institutional feedback reports will be supplied to SBE.
THEC to develop a secure reporting platform to collect data from all teacher preparation programs.	Preparation programs will also report data pertaining to teachers being recommended for leadership licenses.	State to consider scaling quality programs, based on the needs of the state, while limiting support for those programs that produce less effective results.	Feedback reports will be included in the teacher preparation report card as evidence for improvement.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Panel of education leaders and stakeholders to examine the three variables studied and determine what other measurements accurately reflect program effectiveness.	Incorporate data on preparation programs into the teacher education data warehouse, the teacher and principal supply and demand studies, and the teacher preparation program report cards.		SBE to re-evaluate program certification policies based upon including teacher preparation improvement data
<p>Panel to examine teacher and principal Supply/Demand Studies and Report Card redesign options, if any, so the data are clear and easily understood.</p> <p>Panel to examine reporting of effectiveness by principal preparation programs, including report card similar to teacher preparation programs.</p>	<p>Panel to create a work plan for implementation; issue reports.</p> <p>Panel to work on issues of report card usage, such as the renewal or non-renewal of state approval for teacher or principal preparation institutions that are shown to be ineffective. Issues to be discussed include using at least three years' worth of data to assess effectiveness.</p>	<p>Issue reports.</p> <p>Effectiveness information by principal preparation program available starting this year.</p>	THEC to introduce measures into its state performance funding incentive program to reward state institutions on improvements in teacher and school leader preparation programs based on data derived from teacher and principal supply/demand studies and the Report Card on the Effectiveness of Teacher Training Programs; these Performance Funding Program measures will require teacher preparation programs to establish annual benchmarks and five-year goals for program productivity. Like benchmarks and five-year goals will be set for qualitative program improvements.

Tennessee First to the Top Timeline: Section D – Great Teachers & Leaders

Table 1: Timeline for Providing Effective Support to Teachers and Principals

Reform Plan Criterion (D)(5)

Goal: To ensure that the state provides, measures, and improves data-driven professional development for teachers and principals that is linked back to student growth and the overall human capital system.

For all of these activities, the responsible party will be the Tennessee Department of Education, in partnership with LEAs.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	Propose professional development expenditures based upon past and preliminary teacher and principal evaluation data to address specific developmental areas.	Propose professional development expenditures based upon teacher and principal evaluation data to address specific developmental areas.	Propose professional development expenditures based upon teacher and principal evaluation data to address specific developmental areas.
Determine quality benchmarks for professional development programs, providers and consultants.	Working with the TN CRED, create initial framework for measuring efficacy of professional development programs.	Use data system to measure and publicly report on the efficacy of professional development providers, mapping participants' improvement back to the source of their training and only continue to fund those programs that demonstrate results.	Use data system to measure and publicly report on the efficacy of professional development providers, mapping participants' improvement back to the source of their training and only continue to fund those programs that demonstrate results.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Educators receive accounts and passwords for the TVAAS system (started in January 2010).	Require LEAs to demonstrate how they will use the tools available to them through the data dashboard and training provided by the SAS Institute and others to be responsive to the needs of educators in their district.		
Educators trained in the functionality and use of the dashboard.	Require LEAs participating in Race to the Top to show the alignment of local funding to improving teacher and principal effectiveness.		
Training modules available online for all to access as they have additional needs.	Require participating LEAs who have Renewal Schools and schools eligible for the Achievement School District to demonstrate how their approach to this alignment serves both the individual educator and the school reform efforts in a consistent and cohesive manner.		

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Track, analyze, and report the percentage increase in teachers using this data to improve their practice.			
Contract with an external organization to develop a principal effectiveness laboratory that will capture the evidence of the practices that have been demonstrated to improve student achievement using TVAAS data and other factors, placing an emphasis on high-poverty, high-performing schools statewide, particularly in rural schools.			
	Include the percentage increase in teachers using data to improve instruction on school report cards and principal evaluations.		
Continue use of Tennessee's Exemplary Educators Program to assist schools in strategic planning, school improvement and building staff capacity.			

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Continue use of Field Service Centers to help schools analyze their data, create a professional development plan, and choose among effective professional development providers.			
Provide high quality content and course delivery mapped to the areas where current teacher effect data already indicates a significant need through providers identified through a DOE Request for Information.			
Provide online professional development through the Tennessee Electronic Learning Center to make learning accessible to educators in all parts of our state at their convenience, including guidance and content clarification.			
Provide PBS online content through the Electronic Learning Center to amplify the professional development and curricular options with embedded assessments in a variety of disciplines, but particularly science-related			

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
content. ^{STEM}			
Expand the Save the Children literacy program.			
Expand STEM Center Math & Science Teacher Training through identified programming at the designated STEM Centers at East Tennessee State University/University of Tennessee-Martin/Center of Excellence in Math & Science, Tennessee Technological University/Millard Oakley STEM Center, Middle Tennessee State University/Tennessee Mathematics, Science and Technology Education Center and the University of Memphis. ^{STEM}			
Expand SITES-M, Strengthening Instruction in Tennessee Elementary Schools: Focus on Mathematics. ^{STEM}			

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
Over the course of the first three years of Race to the Top, grant up to total of \$15 million in competitive funds for districts that commit to making the transition to fully realized compensation models for teachers and principals in the district.			
Expand Oak Ridge Affiliated Universities (ORAU) STEM Training Academy. ^{STEM}			

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<p>Establish the Tennessee STEM (science, technology, engineering and math) Innovation Learning Network^{STEM} – a network of innovative teachers, schools and districts to support and learn from each other in affecting student outcomes in the STEM disciplines with a focus on underrepresented students managed by the State of Tennessee in partnership with Battelle Memorial Institute in its role as the operator of Oak Ridge National Energy Laboratory in concert with the University of Tennessee-Knoxville.</p>			

Tennessee First to the Top Timeline: Section E – School Turnaround

Because Tennessee has implemented dramatically higher academic and achievement standards and assessments, the exact method of identifying persistently low-achieving schools will change as detailed in Table 1. What will remain the same is the use of a clear, data-based process of determining the schools falling into the three tiers noted in the narrative. Tennessee has asked for amendments to its Accountability Workbook and waivers of Title I statute and regulations allowing more time in reporting assessment results and making AYP determinations based on data from school year 2009-2010.

Table 1 outlines the goals, activities, timelines, and responsible parties for the identification of persistently lowest-achieving schools.

Table 1: Identification of Persistently Lowest-Achieving Schools
Reform Plan Criterion (E)(2)

Goal: To annually identify the persistently lowest-achieving schools (Tier 1 and 2) at least two weeks before the start of the school year.

For all these activities, the responsible party will be the Department of Education.

Current Year 2009-2010	Year 1 of Application 2010-2011	Years 2, 3, 4 of Application 2011-2012 and beyond
Identifying persistently lowest-achieving schools by criteria in Section (E)(2)(1) (January).	Determine cut scores for new standards and assessments (July).	Determination of AYP status for state, district, and schools (August).
Receive input from key stakeholder groups, such as Committee of Practitioners, on definition and process (January).	Approval by State Board of Education of new cut scores for achievement levels (July).	Identification of Tier 1, 2, and 3 schools (August).
Approval by State Board of definition and process (January).	Application of new cut scores to determine percent of students advanced, proficient, basic, and below basic for all grade levels and content areas at state, district, and school levels (October).	
Submission to USDE in Title I School	Determination of new AYP starting points, intermediate goals, and annual measurable	

Improvement Grant definition and process (February).	objectives (October-November). Approval by U.S. Department of Education (October). Approval by State Board (October). Application of new AYP benchmarks to determine NCLB accountability status for state, districts, and schools (October-November). Identification of Tier 1, 2, and 3 schools (November).	
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Tables 2 and 3 show the goals, timelines, and benchmarks for our turnaround work for the ASD, the Renewal Schools, and Focus Schools:

**Table 2: Strategies for Supporting the Achievement School District
Reform Plan Criterion (E)(2)**

Goal: To establish an effective state Achievement School District that will turn around the state’s persistently lowest-achieving and persistently failing schools, transition them effectively back to their LEAs with sustainable strategies for continued success, and identify best practices to support LEAs in turning around and sustaining the improvements in such schools in the future.

Measurements:

- The number and percent of schools in ASD that make AYP
- The AYP status of the ASD at the LEA level

- The number and percent of schools that are not identified as Tier 1
- The percent of ASD teachers identified as highly effective, effective, and ineffective
- The percent of students in ASD who graduate on time or graduate through the extended graduation
- The percent of students in ASD who meet ACT benchmarks
- The percent of graduates who enroll in post-secondary institutions
- The value-added scores for the ASD in reading, language arts, and science
- The number and percent of ASD schools identified to transition back to home LEAs
- The development and implementation of transitional strategies for successful ASD schools
- The identification and dissemination of “best practices” to all LEAs
- The identification and removal of barriers, such as state laws, policies, or negotiated contracts, that prevent persistently low-achieving schools achieve success in their home LEAs
- The number and percent of ASD schools and ASD aggregate that meet academic goals and targets of the grant as outlined in (A)(1)(iii)

The responsible party will be the Superintendent of the Achievement School District

	Year 1 2010-11	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014
<i>Achievement School District (Persistently lowest-achieving schools and Restructuring 2 and beyond)</i>	<p>Notify LEAs, schools, students, parents, and communities of 13 schools to the ASD (Summer 2010).</p> <p>Identify / select nonprofit partners for human capital and new school creation (June-July 2010).</p> <p>13 identified schools remain in their home districts as they plan with state</p>	<p>Orientation and professional development for new school staff in Summer 2011.</p> <p>School begins and implement chosen model (Fall 2011).</p> <p>ASD and partners maintain regular two-communication with key external and internal constituencies (ongoing).</p>	<p>Orientation and professional development for new school staff in Summer 2012.</p> <p>School continues to implement chosen model (Fall 2012).</p> <p>ASD and partners maintain regular two-communication with key external and</p>	<p>Begin development of transition plan with LEAs for schools identified for possible transition(Fall 2013).</p> <p>Orientation and professional development for new school staff in Summer 2012.</p> <p>School continues to implement chosen</p>

	Year 1 2010-11	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014
	<p>consultants and partners to transition to ASD in school year 2011-12.</p> <p>Establish and implement new ASD state office. (June-August 2010).</p> <p>Recruit and select leader for ASD (Fall 2010).</p> <p>Execute contract with external partners (Fall 2010).</p> <p>ASD representatives work with selected schools, communities and partners to choose one of four intervention models to implement (August 2010 – May 2011).</p> <p>13 schools apply for Title I school improvement funds for 13 schools (June 2010).</p> <p>13 schools develop approved school improvement plans (July-September 2010).</p>	<p>Ongoing professional development.</p> <p>ASD staff and partners regularly meet to evaluate progress on implementation, revise when necessary, and evaluate student outcomes. (SY 2011-2012).</p> <p>ASD staff monitors scope of contract for partners (ongoing).</p> <p>ASD staff analyzes performance measures and makes necessary adjustments for subsequent year (Fall 2011).</p>	<p>internal constituencies (ongoing).</p> <p>Ongoing professional development.</p> <p>ASD staff and partners regularly meet to evaluate progress on implementation, revise when necessary, and evaluate student outcomes (SY 2012-2013).</p> <p>ASD staff monitors scope of contract for partners (ongoing).</p> <p>ASD staff analyzes performance measures and make necessary adjustments for subsequent year (Fall 2012).</p> <p>ASD staff evaluates individual school progress to determine which schools will begin transition plans</p>	<p>model (Fall 2013).</p> <p>ASD and partners maintain regular two-communication with key external and internal constituencies (ongoing).</p> <p>On-going professional development ASD staff and partners regularly meet to evaluate progress on implementation, revise when necessary, and evaluate student outcomes (SY 2013-2014).</p> <p>ASD staff monitors scope of contract for partners (ongoing).</p> <p>ASD staff analyzes performance measures and make necessary adjustments for subsequent year (Fall 2013).</p>

	Year 1 2010-11	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014
	<p>ASD state office establishes procedures for logistical issues, such as transportation, maintenance, etc. (2011)</p> <p>ASD and partners recruit and hire employees for 13 schools (Spring 2011).</p>		for returning to home LEA at end of school year 2015-16.	ASD staff evaluates individual school progress to determine which schools will begin transition plans for returning to home LEA at end of school year 2015-16.
<i>Transitional Strategies</i>	<p>Begin research and discussion of transition strategies (Spring 2010, all).</p> <p>Begin research and discussion of indicators of success for schools to indicate readiness for transition (measurements indicated in the measurement statements).</p> <p>Begin research and discussion of indicators of district readiness and capacity to assume responsibilities for successful schools to transition.</p>	<p>Continue research and discussion of transition strategies (Fall 2011, all).</p> <p>Continue research and discussion of indicators of success for schools to indicate readiness for transition, including measurements.</p> <p>Continue research and discussion of indicators of district readiness and capacity to assume responsibilities for successful schools to transition.</p>	<p>Continue research and discussion of transition strategies (Fall 2012, all).</p> <p>Finalize indicators of success for schools to indicate readiness for transition, including measurements.</p> <p>Finalize indicators of district readiness and capacity to assume responsibilities for successful schools to transition.</p> <p>Apply indicators to determine first group of schools eligible for</p>	<p>Continue research and discussion of transition strategies (Fall 2013, all).</p> <p>Monitor the continued progress of schools identified for transition.</p> <p>Apply indicators to determine first group of schools eligible for transition.</p>

	Year 1 2010-11	Year 2 2011-2012	Year 3 2012-2013	Year 4 2013-2014
			transition.	
<i>Best Practices</i>	Execute contract with state evaluation team (TN CRED) to identify best practices (also see timeline for Section (C)). (Fall 2010)	Team begins evaluation and identification of potential best practices (Spring 2010).	<p>Team continues to evaluate and identify potential best practices.</p> <p>Team identifies promising practices.</p> <p>State disseminates promising practices.</p> <p>State identifies any barriers in laws or policies that prevent implementation of best practices and works to remove them (Fall 2012-Spring 2013).</p>	<p>Team continues to evaluate and identify potential best practices.</p> <p>Team identifies promising practices.</p> <p>State disseminates promising practices.</p> <p>State identifies any barriers in laws or policies that prevent implementation of best practices and works to remove them (Fall 2013-Spring 2014).</p>

Table 3: Strategies for Supporting Renewal Schools and Focus Schools
Reform Plan Criterion (E)(2)

Goal: To establish an effective support model for LEAs to turn around and sustain progress of schools in the Renewal and Focus categories.

Measurements:

- The number and percent of schools in Renewal/Focus Schools that make AYP
- The AYP status of the Renewal Schools at the LEA level
- The number and percent of schools that are not identified as Tier 1

- The percent of Renewal/Focus Schools teachers identified as highly effective, effective, and ineffective
- The percent of students in Renewal/Focus Schools who graduate on time or graduate through the extended graduation
- The percent of students in Renewal/Focus Schools who meet ACT benchmarks
- The percent of graduates who enroll in post-secondary institutions
- The value-added scores for the Renewal Schools in reading, language arts, and science
- The development and implementation of transitional strategies for successful Renewal/Focus Schools
- The identification and dissemination of “best practices” to all LEAs
- The identification and removal of barriers, such as state laws, policies, or negotiated contracts, that prevent persistently low-achieving schools achieve success in their home LEAs
- The number and percent of Renewal/Focus Schools that meet academic goals and targets of the grant as outlined in A1(iii)

For all of these activities, the responsible party will be the Executive Director of Accountability.

Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
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	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
<i>Renewal Schools (Restructuring I, Corrective Action)</i>	Finalize list of state-approved redesign providers based on RFI (Spring 2010).	2010-11 Renewal schools implement redesign with technical assistance from turnaround specialists (Fall 2011.)	2012-13 Renewal schools implement redesign with technical assistance from turnaround specialists.	2013-14 Renewal schools implement redesign with technical assistance from turnaround specialists.
	Identify schools in corrective action and restructuring 1 based on 2009-10 data and categorize them as 2010-11 Renewal schools (November-December 2010).	Identify schools in corrective action based on 2010-11 data and categorize them as 2011-12 Renewal schools (August 2011).	Identify schools in corrective action based on 2011-12 data and categorize them as 2012-13 Renewal schools (August 2012).	Identify schools in corrective action based on 2012-13 data and categorize them as 2013-14 Renewal schools (August 2013).
	Identify Renewal Schools that are Tier 1, 2, or 3 (November-December 2010).	Identify Renewal Schools that are Tier 1, 2, or 3 (August 2011).	Identify Renewal Schools that are Tier 1, 2, or 3 (August 2012).	Identify Renewal Schools that are Tier 1, 2, or 3 (August 2013).
	Provide technical assistance from “turnaround” specialists (funded through SIG) to all Renewal schools to choose an approved redesign (September – June).	Provide technical assistance from “turnaround” specialists (funded through SIG) to all Renewal schools to choose an approved redesign (July – June).	Provide technical assistance from “turnaround” specialists (funded through SIG) to all Renewal schools to choose an approved redesign (July – June).	Provide technical assistance from “turnaround” specialists (funded through SIG) to all Renewal schools to choose an approved redesign (July – June).
	Schools choose an approved redesign (Fall 2010).	Schools chose an approved redesign (Fall 2011).	Schools choose an approved redesign (Fall 2012).	Schools choose an approved redesign (Fall 2013).
		Tier 1 schools choose one of the four Title I school intervention models.	Tier 1 schools choose	Tier 1 schools choose one of the four Title I

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	<p>Tier 1 schools choose one of the four Title I school intervention models to implement in conjunction with redesign (Fall 2010).</p> <p>Schools submit a revised school improvement plan that incorporates redesign for SY 2011-12 (November 2010).</p> <p>LEAs with Tier 1 schools submit an application for Title I School Improvement Funds to implement redesign model in conjunction with school intervention model.</p> <p>LEAs with Tier 3 schools submit an application for Title I School Improvement Funds to implement redesign model (April 2010).</p> <p>LEAs with non- Title I schools submit an application for state RTTT funds to implement</p>	<p>in conjunction with redesign (Fall 2011).</p> <p>Schools submit a revised school improvement plan that incorporates redesign for SY 2011-12 (November 2011).</p> <p>LEAs with Tier 1 schools submit an application for Title I School Improvement Funds to implement redesign model in conjunction with school intervention model (Summer 2011).</p> <p>LEAs with Tier 3 schools submit an application for Title I School Improvement Funds to implement redesign model (Summer 2011).</p> <p>State approves school</p>	<p>one of the four Title I school intervention models to implement in conjunction with redesign (Fall 2012).</p> <p>Schools submit a revised school improvement plan that incorporates redesign for SY 2012-13 (November 2012).</p> <p>LEAs with Tier 1 schools submit an application for Title I School Improvement Funds to implement redesign model in conjunction with school intervention model (Summer 2012).</p> <p>LEAs with non- Title I schools submit an application for state RTTT Funds to implement redesign model (Summer 2012).</p> <p>LEAs with Tier 3</p>	<p>school intervention models to implement in conjunction with redesign (Fall 2013).</p> <p>Schools submit a revised school improvement plan that incorporates redesign for SY 2013-14 (November 2013).</p> <p>LEAs with Tier 1 schools submit an application for Title I School Improvement Funds to implement redesign model in conjunction with school intervention model (Summer 2013).</p> <p>LEAs with non- Title I schools submit an application for state RTTT Funds to implement redesign model (Summer 2013).</p> <p>LEAs with Tier 3 schools submit an</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	<p>redesign model (April 2010).</p> <p>State approves school improvement plan and chosen redesign (Summer 2010).</p> <p>State approves applications for RTTT and Title I school improvement funds (Summer 2010).</p> <p>State develops annual performance benchmarks based on measurement indicators and implementation indicators for Renewal Schools.</p>	<p>improvement plan and chosen redesign (Summer 2011).</p> <p>State approves applications for RTTT and Title I school improvement funds (Summer 2011).</p> <p>Finalize annual performance benchmarks based on measurement indicators and implementation indicators for Renewal Schools.</p> <p>Employ annual performance benchmarks based on measurement indicators and implementation indicators for Renewal Schools.</p> <p>Determine and finalize readiness criteria for schools to transition to a less intensive level of state support.</p>	<p>schools submit an application for Title I School Improvement Funds to implement redesign model (Summer 2012).</p> <p>State approves school improvement plan and chosen redesign (Summer 2012).</p> <p>State approves applications for RTTT and Title I school improvement funds.</p> <p>Employ annual performance benchmarks based on measurement indicators and implementation indicators for Renewal Schools.</p> <p>Identify schools that meet the Readiness criteria to transition to a less intensive level of state support and</p>	<p>application for Title I School Improvement Funds to implement redesign model (Summer 2013).</p> <p>State approves school improvement plan and chosen redesign (Summer 2013).</p> <p>State approves applications for RTTT and Title I school improvement funds.</p> <p>Employ annual performance benchmarks based on measurement indicators and implementation indicators for Renewal schools.</p> <p>Identify 2010-11 Renewal schools that meet the readiness criteria to transition to a less intensive level of state support and develop a transition</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
			develop a transition plan for sustainability.	plan for sustainability.
<i>Focus Schools in School Improvement 1, 2</i>	<p>Identify schools in School Improvement 1 and 2 based on 2009-10 data and categorize them as 2010-11 Focus schools (November –December 2010).</p> <p>Identify Focus Schools that are Tier 1, 2, or 3 (November –December 2010).</p>	<p>Identify schools in School Improvement 1 and 2 based on 2010-11 data and categorize them as 2011-12 Focus schools (August 2011).</p> <p>Identify Focus Schools that are Tier 1, 2, or 3 (August 2011).</p> <p>Assign technical service</p>	<p>Identify schools in School Improvement 1 and 2 based on 2011-12 data and categorize them as 2012-13 Focus schools (August 2012).</p> <p>Identify Focus Schools that are Tier 1, 2, or 3.</p> <p>Assign technical service providers (such</p>	<p>Identify schools in School Improvement 1 and 2 based on 2012-13 data and categorize them as 2013-14 Focus schools (August 2013).</p> <p>Identify Focus Schools that are Tier 1, 2, or 3 (August 2013).</p> <p>Assign technical service</p>

	Year 1 2010-11	Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	<p>Assign technical service providers (such as Exemplary Educators or AGE staff) to each school in the Focus Schools category (Fall 2010, contingent upon contract in place).</p> <p>Providers collaborate with schools to revise school improvement plan based on needs and begin to implement it (Fall 2010, contingent upon contract in place).</p> <p>Tier 1 schools choose one of the four school intervention models to include it their school improvement plan (Fall 2010).</p> <p>LEAs with eligible schools apply for Title I school improvement funds.</p> <p>Evaluate annual progress of schools in meeting AYP benchmarks (August of</p>	<p>providers (such as Exemplary Educators or AGE staff) to each school (Fall 2011).</p> <p>Providers collaborate with schools to revise school improvement plan based on needs and begin to implement it (Fall 2011).</p> <p>Tier 1 schools choose one of the four school intervention models to include it their school improvement plan (Fall 2011).</p> <p>LEAs with eligible schools apply for Title I school improvement funds.</p> <p>Evaluate annual progress of schools in meeting AYP benchmarks (August of each school year).</p>	<p>as Exemplary Educators or AGE staff) to each school (Fall 2012).</p> <p>Providers collaborate with schools to revise school improvement plan based on needs and begin to implement it (Fall 2012).</p> <p>Tier 1 schools choose one of the four school intervention models to include it their school improvement plan (Fall 2012).</p> <p>LEAs with eligible schools apply for Title I school improvement funds.</p> <p>Evaluate annual progress of schools in meeting AYP benchmarks (August of each school year).</p>	<p>providers (such as Exemplary Educators or AGE staff) to each school (Fall 2013).</p> <p>Providers collaborate with schools to revise school improvement plan based on needs and begin to implement it (Fall 2013).</p> <p>Tier 1 schools choose one of the four school intervention models to include it their school improvement plan (Fall 2013).</p> <p>LEAs with eligible schools apply for Title I school improvement funds.</p> <p>Evaluate annual progress of schools in meeting AYP benchmarks (August of each school year).</p>

Year 1 2010-11		Year 2 2011-12	Year 3 2012-13	Year 4 2013-14
	each school year).			